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ABSTRACT

The revised career development plan for Head Start staff of the Lincoln, Nebraska, public schools is documented in this report. Outlined are job descriptions indicating general responsibilities, specific duties, qualifications, and, where appropriate, other conditions of employment. The 22 positions described range from Head Start Director to Classroom Aide, most of which are indicated on a staffing chart depicting the structure of Head Start positions. In addition, goals and priorities for career development, the organizational structure and functions of the Career Development Committee, the qualifications and duties of the Director of Career Development and the by-laws of the committee are indicated. Instruments used in Head Start staff evaluation and an outline of the Head Start program's training plan are included. (RH)

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LINCOLN HEAD START

CAREER DEVELOPMENT PLAN

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I. INTRODUCTION

The purpose of this plan is to improve the quality of the staff performance and program effectiveness. This committee is composed of members from the Lincoln Public Schools Head Start.

II. GOALS AND PRIORITIES

A. Accurate and on-going assessment of training needs to assure that training provided is relevant.

B. To develop, maintain and improve the quality of staff performance in all areas of the program.

C. To expand the utilization of community resources which can supplement and enrich training by the Head Start program.

D. In-depth training and technical assistance to the Career Development Committee to review procedures and improve functions.

E. Prepare working guidelines or by-laws to assure effective functioning of the Career Development Committee.

III. CAREER DEVELOPMENT COMMITTEE

A. Selection and Structure

1. The election of Career Development Committee members shall be held at the beginning of each program year with term of membership continuing until the end of the program year.

2. The voting membership shall include members from each component. The Head Start Director and the Career Development Director are ex-officio members of the Career Development Committee.

   Ad hoc members shall be chosen to provide needed expertise and to facilitate communication with appropriate community resources.

B. Functions

1. The Career Development Committee is responsible for planning, initiating and coordinating a career development plan for the entire staff. The committee serves in an advisory capacity to the Head Start Director.

2. The Career Development Committee will formulate appropriate criteria and procedures for the selection of Career Development Committee members.

3. Establish criteria for and participate in the selection of professional and para-professional career development guidelines relevant to their functioning and responsibilities.

4. Assist in accurate assessment of staff training needs.

5. Identify community resources which provide training and/or career opportunities.

6. Assist in designing and implementing a competency based career ladder.

C. Committee Officers

1. The Career Development officers shall be elected by the voting members.

2. One professional and one para-professional representative will be elected according to job descriptions to represent our Career Development Committee on the state Career Development Committee.

3. Persons selected as representatives shall meet the following criteria:

   a. Employed for a minimum of six months in the Head Start program.

b. Ability to maintain effective communication and rapport with staff.

c. Adequate time and sufficient mobility to perform the required duties in addition to regular job responsibilities.

4. The duties of the representatives are:

a. Report to the Head Start staff the activities of the Career Development Committee.

b. Assist the training coordinator (education coordinator) in coordinating the logistics of training and Career Development Committee meetings.

c. Assist the Career Development Director in disseminating information related to training.

d. Serve as voting representatives of the Career Development Committee at state career development meetings.

e. Serve as co-trainers with the Career Development Committee specialist for any followup on-site training resulting from state meetings.

5. The person selected as secretary of the Career Development Committee shall meet the following criteria:

a. Member of the Career Development Committee.

b. Ability to attend all Career Development Committee meetings.

c. Adequate time and organizational ability to perform required duties in addition to responsibilities.

6. The duties of the secretary of the Career Development Committee are:

a. Record minutes of all Career Development Committee meetings.

b. Duplicate written minutes of all meetings and distribute to all members.

c. Read minutes of last meeting at the next meeting.

d. Keep an accurate record of all members attending Career Development Committee meetings.

e. Perform duties which may be assigned by the chairman or committee.

IV. DIRECTOR OF CAREER DEVELOPMENT

A. Qualifications

1. Be in a supervisory position at the level of component coordinators or above or be eligible for promotion to such a position.

2. Possess the ability to communicate effectively with Head Start staff at all levels.

3. Have sufficient mobility to allow visits to center, contact with local and statewide training resources, and attendance at state and regional training sessions, etc.

4. Have a thorough knowledge of Head Start goals and objectives.

5. Have experience in guidance and counseling.

6. Possess the administrative skill required by the position.

7. Have a basic understanding of the operation of a committee.

8. Possess sufficient public speaking ability to serve as a trainer in various aspects of career development.

9. Warrant trust and respect from the staff and with parents.

10. Have experience in or general knowledge of design and implementation of training and training plans.

B. Duties

1. Insure that the program's CDC committees are set up according to CDC guidelines and that such a committee receives the necessary training to allow them to operate effectively as a committee.

2. Serve as an advisor to the Career Development Committee.

3. Develop in conjunction with the CDC and the component coordinators the career development plan as outlined in 6902-1 and explained in this manual.

4. Provide as needed whatever training is necessary to insure a meaningful input from the Career Development Committee into the career development decision making process.

5. Provide career guidance and counseling services to staff.

6. Implement various training programs set forth in the agency training and technical assistance plan.

7. Work with the CD coordinator to insure a coordinated effort with delegate agencies.

8. Function as a trainer when specific training is requested either in career development as an overall function or in the various aspects of the CD plan.

9. Serve as a liaison between applicant and delegate agencies where CD is concerned.

10. Serve as an ex-officio member of the Career Development Committee.

11. Maintain training and career development "profiles" on staff.

12. Serve as a liaison for CDA candidates.

V. PROPOSED BY-LAWS

ARTICLE I - NAME AND PURPOSE

SECTION 1

The name of this organization shall be Lincoln Head Start Career Development Committee.

SECTION 2 - PURPOSE

A. To develop, maintain and improve the quality of professional and para-professional staff performance within all components of the Head Start program.

B. To identify training needs and implement procedures to meet those needs.

C. To identify and utilize available community resources which can provide training and/or educational services.

ARTICLE II - MEMBERSHIP

SECTION 1 - TYPE OF MEMBERSHIP

A. Eligible Staff - Members of the CDC must be employees of the Head Start Program.

B. Representation - Program areas are defined as Classroom, Home Visitation, Health, Social Services, Nutrition, Handicapped, and Supportive Services (clerical, transportation, volunteer recruitment). One professional and one para-professional shall be elected to the CDC for each area when this is possible within the staffing patterns of the program. Otherwise only one person shall be elected (professional or para-professional) or the area will be unrepresented if no eligible staff are in the area.

C. Selection - Representatives of the program will be chosen by the staff.

D. Ex-Officio - The Head Start Director along with the Career Development Director will be ex-officio members.

E. Terms of Membership

1. An election of members shall be carried out during September of the program year. New members shall begin serving immediately.
2. If a vacancy occurs during the year it should be filled be a member from the component where the vacancy occurs.
3. Each year there should be no more than 50% turnover of members.

F. Vacancy - When any members miss three consecutive regularly scheduled meetings without valid excuse determined by the chairman, the position is declared vacant. The person is notified by letter from the chairman.

SECTION 2 - PROPORTION

Fifty percent of all the Career Development Committee must be para-professional staff members.

SECTION 3 - RESIGNATION

Resignation shall be submitted in writing to the chairman.

SECTION 4 - OFFICERS

A. Chairman
   1. Conduct all meetings.
   2. Appoint all committees.
   3. Call special meetings.

B. Vice Chairman
   1. Conduct all meetings in absence of the chairman.
   2. Assist the chairman in all duties.

C. Secretary
   1. Record and file all minutes.
   2. Perform all necessary correspondence.

D. State Representatives - One professional and one para-professional shall be elected to represent the local CDC at the meetings of the statewide CDC. Alternates for both representatives should be selected if the representatives are unable to attend the state meetings.

ARTICLE III - OPERATING PROCEDURE

SECTION 1 - MEETINGS

A. The Head Start Career Development Committee shall meet a minimum of three times annually.
   1. Speak to inservice and next year's preservice training.

SECTION 2 - SPECIAL MEETINGS

The Chairman is to call special meetings as needed.

SECTION 3

A quorum shall constitute 60% of voting members (eight members).

SECTION 4

Conduction of meetings will follow Robert's Rules of Order, Newly Revised.

ARTICLE IV - COMMITTEES AND RESPONSIBILITIES

SECTION 1 - JOB DEVELOPMENT

A. Assist in developing, reviewing and approving all job descriptions.

B. To revise and update criteria for selection of staff.

C. Set up employee qualification.

SECTION 2 - TRAINING COMMITTEE

A. Coordinate with Regional Training Manager.

B. Coordinate with institution of education responsible for the supplementary training contract.

C. Help develop preservice and inservice training programs.

SECTION 3 - EVALUATIONS COMMITTEE

Assist in developing, reviewing and approving staff and program evaluation tools.

SECTION 4 - AD HOC COMMITTEES

Shall be set up as needed.

ARTICLE V - AMENDMENTS

Amendments to the By-Laws shall be adopted by a two/thirds approval by the voting members of the Career Development Committee at any regular meeting.

VI. PLAN FOR JOB DEVELOPMENT

A. Recruitment of Staff

1. Contact with community resources who can assist in identifying potential applicants. Advertisements for employment openings published in a publication of general circulation.

2. Applicants are screened by Head Start Director. All applicants meeting minimum qualifications are referred to a parent interviewing committee.

3. Parent interviewing committee will rank applicants as highly acceptable, acceptable, or not acceptable.

4. Final selection will be made from those applicants rated highly acceptable by interviewing committee.

5. Concurrence on final selection by Lincoln Public Schools Personnel Department, Administrator and Policy Council.

B. Criteria for selection of Head Start and Head Start Day Care staff:

1. The following are desired qualifications for all Head Start staff persons:

   a. Agreement with the goals and philosophy of Head Start.

   b. Acceptance of low income and minority group persons.

   c. Interest and skill in working with young children.

   d. Skill in working with adults.

   e. Dependability.

2. Professionals must have training and/or successful experience in their component area.

3. Non-professionals will be employed where possible in the program.

4. Head Start parents and volunteers will be given preference when they possess the necessary qualifications for the position.

C. Head Start Day Care Center only.

1. Must meet requirements for staff in State Day Care standards.

VII. JOB DESCRIPTIONS AND STAFFING CHART FOR ALL HEAD START POSITIONS

Job Descriptions

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Position Title : Director
Program: Head Start
Reports To: Building Principal

I. GENERAL RESPONSIBILITIES:

Responsible for planning, program design, implementation, coordination, and evaluation of total Head Start program.

II. SPECIFIC DUTIES:

A. Implement the Head Start program as outlined in the application and current work program.

B. Supervise and evaluate Head Start staff. Assist in selection procedure.

C. Work with Policy Committee on the ongoing program.

D. Interpret Head Start program to interested community groups and individuals when requested.

E. Approve all applications to determine eligibility.

F. Request and arrange for consultants.

G. Assume responsibility for educational periodic reports.

H. Provide for the development of appropriate curriculum and instructional activities.

I. Work with the Personnel Selection Committee, building principal, and Lincoln Public Schools personnel in the selection of personnel for Head Start.

J. Select (in cooperation with Federal Programs Director and Policy Council) procedures to secure data supporting the effectiveness of the Head Start program.

K. Select and secure equipment and materials.

L. Plan for comprehensive, systematic and relevant preservice and inservice training.

M. Correlate the activities of Head Start with existing school programs.

N. Work with Lincoln Action Program staff in correlating activities of Head Start with other programs designed to benefit low income families.

O. Act as advocate for Head Start program to Lincoln Public Schools central administrative staff.

P. Possess technical expertise in early childhood education program with emphasis on requirements of health and human services.

Q. Coordinate all aspects of Head Start (Education, Health, Social Services/Parent Involvement, Nutrition, Volunteers, Psychologist, Speech Therapists, etc.).

R. Assist in the preparation of the Head Start proposal.

S. Insure that career development training is provided to all eligible recipients as written in H.H.S. guidelines.

T. Insure articulation of Head Start program with that of the primary programs of the Lincoln Public Schools.

U. Participate in all LANCO-PC and other Head Start parent meetings and the organization thereof.

III. QUALIFICATIONS:

A. Valid Nebraska teaching or Supervisory Certificate.

B. Training and experience in Early Childhood Education.

C. Ability to work within the administrative organization of Lincoln Public Schools.

D. Ability to work with parent groups representing the children of Head Start.

E. Knowledge and acceptance of low income and minority people.

Position Title: Career Development Director
Program: Head Start
Reports to: Director

I. GENERAL RESPONSIBILITIES:

Responsible for planning program design, implementation, coordination, and evaluation of Career Development component.

II. SPECIFIC DUTIES:

A. Serve as liaison between the delegate agency staff and CAA level Career Development Committee. They should be two of the delegate agency's representatives on the CDC.

B. Report to delegate staff or CDC the activities of applicant level CDC meetings.

C. Assist the director in coordinating logistics related to training, committee meetings, setting of agendas and career development of the Head Start program.

D. Assist the director in disseminating information related to training of all types.

E. Provide special counseling to employees concerning their career growth and development in the program.

F. Serve as resource person for information relating to other career possibilities.

G. Serve as a trainer.

H. Coordinate the scheduling and assist with various training programs.

I. Serve as liaison between delegate staff and the State Training Office and director.

III. QUALIFICATIONS:

A. Bachelors Degree with endorsement in Early Childhood. Ability to act as liaison to University of Nebraska personnel and Community College personnel.

B. Knowledge and acceptance of low income and minority people.

Position Title: Center Based Education Coordinator
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

Assists all staff in providing an environment conducive to learning by young children. To assist with planning, goal writing, record keeping and implementation of the education component in all operational models of Head Start.

II. SPECIFIC DUTIES:

A. Supervise and assist Family Educator III's in planning, implementing, and evaluating the curriculum.

B. Meets regularly with Family Educator III's for curriculum planning.

C. Assists Family Educator III's in planning educational experiences and field trips.

D. Works with Director in placement of children in classroom groups.

E. Estimates needs in center learning equipment.

F. Supervises educational planning of all Family Educator IIIs.

G. Assists the director in appraising all certified staff using the Lincoln Public Schools appraisal instrument.

III. QUALIFICATIONS:

A. Valid Nebraska teaching certificate.

B. Training and experience in early childhood education.

C. Ability to work well with other adults.

D. Knowledge and acceptance of low income and minority people.

Position Title: Center Base Coordinator
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

Responsible for the day to day operation of the center base component and the record keeping for the center base component.

II. SPECIFIC DUTIES:

A. Maintains file regarding students in center base.

B. Assists with transportation scheduling and field trips. Approves all field trip requests.

C. Responsible for notification of changes of addresses or other information regarding center base students and the development of a system of dissemination of this information to all support staff.

D. Responsible for compiling statistical data such as attendance and lunch count.

E. Assists director with arrangements for substitutes for Family Educator IIIs or Classroom Aides when they are ill or away from the classroom on professional, personal or emergency leave.

F. Meets with component coordinators as scheduled to discuss needs and concerns of program operation of center.

G. Attends monthly Head Start Policy Council meeting.

III. QUALIFICATIONS:

A. A baccalaureate degree in education, preferably with an endorsement in early childhhod.

B. Possess well developed organizational skills.

C. Ability to communicate well with other adults.

D. Knowledge and acceptance of low income and minority people.

Position Title: Nutrition Consultant
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

To assist all staff in providing an environment for nutritional services which will support good nutritional practices for Head Start families.

II. SPECIFIC DUTIES:

A. Obtain nutritional assessment data for each child.

B. Collect information of special dietary needs of students.

C. Design a plan to assist in meeting the daily nutritional plan for each child.

D. Assist teachers in planning of nutritional snacks.

E. Assist in planning activities to effect the selection and enjoyment of a wide variety of nutritious foods.

F. Develop and conduct educational sessions for parents in selection and preparation of foods to meet family needs, guidance in home and money management, and help in consumer education.

G. Develop and conduct staff development sessions for all Head Start staff to receive education in principles of nutrition and their application to child development and family health.

H. Be responsible for working with the Policy Committee and Health Services Advisory Committee in reviewing and planning for nutritional services.

I. Work with individual parents in providing information on the nutritional status of the child.

J. Inform parents of benefits of food assistance programs.

K. Assist the director to establish and maintain records covering the nutrition services budget, expenditures for food, menus utilized, numbers and types of meals served, inspection reports made by health authorities, recipes and any other information deemed necessary for efficient operation.

III. QUALIFICATIONS:

A. A baccalaureate degree with a major in foods and nutrition, dietetics or equivalent hours of foods and nutrition course work plus two years of experience in community nutrition including services to children 0-6 or a B.S. degree in Home Economics.

B. Knowledge and acceptance of low income and minority people.

Position Title: Day Care/Home Base Education Coordinator
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

Assists all staff in providing an environment conducive to learning by young children. To assist with planning, goal writing, record keeping and implementation of the education component in all operational models of Head Start.

II. SPECIFIC DUTIES:

A. Supervise and assist the Family Educator I's, II, and IV in planning, implementing, and evaluating the curriculum.

B. Meets regularly with Family Educator I's, II, and IV for curriculum planning.

C. Assists Family Educator I's, II, and IV in planning educational experiences and field trips.

D. Works with the director in placement of children in classroom groups.

E. Estimates needs in day care learning equipment.

F. Supervises educational planning of all Family Educator I's, II, and IV.

G. Assists the director in appraising all certified staff using Lincoln Public Schools appraisal instrument.

III. QUALIFICATIONS:

A. Valid Nebraska teaching certificate.

B. Training and experience in early childhood education.

C. Ability to work well with other adults.

D. Knowledge and acceptance of low income and minority people.

Position Title: Home Base Coordinator
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

A. Supervise and assist the Family Educator I's in planning, implementing and evaluating the home learning curriculum.

B. Assist Parent Involvement/Social Service Coordinator with parent education activities/workshops for home based parents which take place monthly.

C. Monitor and evaluate the Family Educator I's performance through on-site visits to the homes of home based families and through observation of center experience.

D. Assist in designing and coordinating preservice and inservice training with component coordinators and director.

II. SPECIFIC DUTIES:

A. Assess and critique with Family Educator I's daily after home visit schedule is concluded.

B. Meet weekly with the Family Educator I's for curriculum planning and review of the past weekly activities.

C. Assist the Family Educator I's in planning the bimonthly center experiences for home based children and the season field trips.

D. Coordinates home based assessment with director and/or contracted evaluator.

E. Estimates needs in home learning equipment and supplies and submits to director upon request or as needed.

F. Assist in recruitment and enrollment of home-based families as requested.

1. Utilizing outside agencies.

2. Family contacts and/or referrals.

G. Meet with component coordinators as scheduled to discuss needs, concerns and program operations of home base.

H. Maintain home base file containing all forms, records and reports.

I. Maintains resource and educational library for home-based staff.

J. Plan and coordinate material for the Parent Involvement/Social Service Coordinator for the Head Start newsletter.

K. Assist Family Educator I's in preparing weekly home visit schedule.

L. Attend monthly Head Start Policy Council meetings.

M. Work closely with outside agencies with present families needs.

III. QUALIFICATIONS:

A. Valid Nebraska teaching or supervisory certificate.

B. Background and training in Early Childhood Education and Theory.

C. Previous experience working with preschool children.

D. Knowledge and experience in working with parents.

E. Knowledge and acceptance of low income and minority people.

F. Knowledge or understanding of home base child development programs.

Position Title: Parent Involvement/Social Service Coordinator
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

Responsible for development and implementation of parent involvement/ social service program.

II. SPECIFIC DUTIES:

A. Participate in all aspects of program planning concerning parents.

B. Provide technical assistance and training to parent involvement/ social service workers through means of preservice and inservice.

C. Assist in recruitment of children for Head Start program.

D. Provide parent education in all component areas.

E. Assist in the development and coordination of appropriate community resources to meet the needs of each family.

F. Assist staff in maintaining demographic records on each family in the program and maintain confidential parent contact files.

G. Make home visits as needed or requested by staff or parent.

H. Plan and conduct training and orientation for parents concerning their rights and responsibilities and goals of the program.

I. Attend and serve as technical assistant to Policy Council and other parent meetings.

J. Inform parents of available resources within both the program and the community.

K. Assist parent involvement/social service staff in following through on programs desired or planned by parents to assure the parents needs are being met.

L. Maintain reports of parent program and activities.

M. Use and maintain a referral system. Provide direct social services when appropriate.

N. Assist parents in evaluation and program planning.

O. Supervise parent involvement/social service workers in cooperation with the director.

P. Assist volunteer coordinator in training, recruiting and organizing parent volunteers.

III. QUALIFICATIONS:

A. Supervisory and/or administrative experience.

B. Preferably a masters degree in social work and/or a B.S. in a related field.

C. Experience in working with young children.

D. Knowledge and acceptance of low income and minority people and available community resources.

E. The ability to communicate with people and experience in group work.

Position Title: Special Services Coordinator
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

To ensure that handicapped children receive the required special education and related services as well as assisting with reported child abuse cases.

II. SPECIFIC DUTIES:

A. Assist with a plan for recruitment to ensure 10% enrollment in the program.

B. Develop a plan for assessment and diagnosis. Refer to appropriate diagnostician when necessary.

C. Develop an individual plan for services in cooperation with the diagnostic provider, parent and teacher.

D. To provide for certification of handicapping conditions.

E. Serve the handicapped child in an integrated setting or mainstream with other children.

F. Develop a plan for periodic assessment of progress.

G. To provide education and support for parents of handicapped children and encourage parent involvement in planning and providing services for their handicapped child.

H. Provide for staff inservice regarding handicapped children and child abuse.

I. Ensure confidentiality of program records.

J. Coordinate Head Start services for handicapped children with those of other agencies and organizations.

K. Provide school program placement for handicapped children upon completion of Head Start.

L. Assist in preparation of budget for the handicapped program.

M. Take reports of suspected child abuse or neglect, investigate and call police as necessary.

III. QUALIFICATIONS

A. Nebraska teaching certificate and/or Special Services Certificate K-12, speech therapy will be required.

B. Knowledge of community resources.

Position Title: Health Coordinator
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

To be responsible for coordinating the planning and execution of the health program.

II. SPECIFIC DUTIES:

A. To offer plans for review by the consultant pediatricians, dental committee and Health Advisory Committee.

B. To ensure that treatments are successfully completed for all children with health defects discovered in the program.

C. To consult and counsel with parents about existing health defects and to assist them in finding a means of ongoing health resources for immediate and future care.

D. To coordinate and supplement existing resources for the health care of the children, namely: the Medical Society, Dental Society, the Dental Hygienists, the County Health Department, the County Welfare, Crippled Hearing Department, University of Nebraska and the services organizations.

E. To plan cooperatively with onsite health personnel to obtain the goals of the program:

1. Medical examination for each child with followup treatment, if needed.
2. Dental examination for each child with treatment, if needed.
3. Screening of height, weight, vision, hearing.
4. Immunizations.
5. Speech evaluation and therapy, if needed.

F. To promote health education in the classroom; washing of hands, swish and swallow, practice of toothbrushing and preparation for screening tests.

G. To promote health education for parents by use of professional resource people, printed materials, films, parent visitations to the office of the physicians, dentist and immunization clinic.

H. To assist the Parent Health Committee in periodic review and evaluation of the objectives of the health program and the implementation used to reach the objectives.

I. To orient staff to the health program, special health problems and plans for emergency care and first aid.

J. To promote good employee health by requirement of physical examination, screening for tuberculosis and food handlers permit.

K. To devise a method of record keeping: child's individual health record, reporting the findings and activities of each health program and financial records.

L. To devise a method of transfer of children's health record into regular school health program.

M. To plan a budget to cover the procedures, treatment and restorative service and the health supplies.

N. To order and distribute health supplies.

O. To serve as a member of the supportive staff.

P. To offer direction and supervision of the Health Aide.

Q. To attend and participate with staff in inservices and meetings for the program.

R. To attend and participate in staff and inservice meetings of school health service.

S. To serve as a health resource person in the classroom, parent meetings, parent councils and in the community.

III. QUALIFICATIONS:

A. A graduate from a professional accredited school of nursing who has passed the state board examinations and is licensed to practice as a registered nurse in the State of Nebraska, or a Baccalaureate Degree (Master's Degree preferable).

B. Certification through the State Department of Education.

C. Experience in public health or school nursing.

D. Knowledge and acceptance of low income and minority people.

Position Title: Volunteer Coordinator
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

Secure volunteer personnel and contributions for the program.

II. SPECIFIC DUTIES:

A. Help locate volunteers willing to work in classroom (parents and community).

B. Provide a training session for volunteers.

C. Work with the director and component coordinators in making assignments of volunteers.

D. Attempt to provide requests by teachers for needs of parents and classroom materials.

E. Continuous contact with volunteer bureaus, organizations and individuals within the community.

F. Collection and dissemination of clothing and other materials for the needs of the families.

G. Record keeping for inkind contributions.

H. Act as liaison between the community and Head Start program.

I. Plan effective ways to recognize volunteer efforts on a continuous basis.

III. QUALIFICATIONS:

A. Interest in people helping people.

B. Ability to contact groups, individuals and organizations in the community.

C. Knowledge of Head Start program.

D. Knowledge and acceptance of low income and minority people.

Position Title: Psychologist
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

The psychologist is responsible to the psychological consultant assigned to the program and program director. It is a part time job on a contract basis.

II. SPECIFIC DUTIES:

A. Assists staff in identifying problems which may be a deterrant in child's development and helps staff formulate a plan of action to deal with the problems.

B. Conducts inservice training sessions with staff on ways and means of promoting the emotional health of children.

C. Observes children in every part of their daily program to get total picture of child in the center.

D. Works with individual staff when necessary.

E. Confers with parents when parents or staff requests it.

F. Know community and make referrals to community resources as needed.

G. Respect confidentiality by keeping records in locked files available only to the psychologist and director.

III. QUALIFICATIONS:

A. Practicing psychologist or advanced graduate student in psychology.

B. Knowledge and acceptance of low income and minority people.

Position Title: Speech/Language Clinician
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

The speech/language clinician will be responsible for planning and implementing evaluative, consultative, and habilitative services for Head Start children experiencing language or speech disorders.

II. SPECIFIC DUTIES:

The speech/language clinician will be responsible for and demonstrate competencies to:

A. Identify and assess the needs of Head Start children with communication disorders.

B. Plan, provide and implement appropriate individual remedial programs for children experiencing severe language, articulation, fluency and/or voice disorders. This shall include planning, providing and evaluation direct therapy objectives, classroom objectives and home objectives.

C. Consult with individual teachers and other staff regarding children with mild-moderate communication disorders in order to develop plans to improve speech and language skills.

D. Plan, implement and evaluate speech and language improvement sessions for Head Start children attending center base.

E. Plan and participate in parent conferences.

F. Assist staff and parents in referring children to other community agencies when appropriate.

G. Plan, provide and evaluate inservice programs for Head Start instructional staff, administrators, parents and others.

H. Collect, record and evaluate data pertinent to continued operation of the program and/or required by law or regulation.

III. QUALIFICATIONS:

A. Certification: Nebraska Teaching Certificate and/or Special Services Certificate, K-12, Speech Therapy will be required. Educational: M.A. Speech Pathology and Audiology or equivalent is encouraged.

B. Knowledge and acceptance of low income and minority people.

Position Title: Family Educator IV
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

Plan, implement and evaluate educational program which encompasses social, emotional, physical and cognitive development of the child. This will be done with total involvement of staff. Parents will be encouraged to assume an active role in their child's development.

II. SPECIFIC DUTIES:

A. Plans in conjunction with other staff the classroom activities and individual education plans.

B. Coordinates daily plans with the weekly and projected plans.

C. Plans field trips and makes logistic arrangements in the absence of a Family Educator II.

D. Evaluates daily activities with staff, and, in conjunction with other staff, plans necessary changes for the following day.

E. Maintains all records relating to the children, volunteers, and other areas of the classroom experience as assigned by the immediate supervisor.

F. Makes home visits as determined in conjunction with the other staff, and records each visit in narrative form.

G. Attends parent meetings as requested by the immediate supervisor.

H. Attends Policy Council or any subcommittee meeting when requested by the immediate supervisor.

I. Attends and participates in all inservice training sessions and other workshops and training as staffing and finances allow.

J. Assists in recruitment and enrollment of children as requested.

K. Becomes familiar with and works to implement Head Start goals and performance standards.

L. Performs other job related duties as assigned by immediate supervisor.

III. QUALIFICATIONS:

A. BA or BS in Early Childhood Education or related field or BABS with CDA credential.

B. Ability to work well woth other staff, parents and community.

C. Warm, outgoing, enjoys young children and can interact with them.

D. Knowledge and acceptance of low income and minority people.

Position Title: Family Educator III (Classroom Teachers)
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

Plan, implement and evaluate the daily educational program for children which encompasses the social, emotional, physical, and cognitive development of the child; solicits and encourages the parents to become active participants in their child's educational development; assists parent involvement/social service staff in fulfilling parent involvement/ social service goals.

II. SPECIFIC DUTIES

A. Plans first-hand (concrete) experiences for the children based on the needs of the groups and individuals.

B. Supervise and provide on-the-job training for the teacher aide.

C. Supervise the volunteers in the classroom.

D. Welcome and assist parents in the classroom.

E. Complete monthly reports and submit to the Head Start office.

F. Attend and participate in Head Start preservice, inservice training and staff meetings.

G. Assist parent involvement/social service workers in fulfilling objectives for the social service component.

H. Assist in recruitment and enrollment as requested.

I. Assist director, parent involvement staff to implement parent education plans such as home learning activities and informing parents of goals of educational program as requested.

J. Make a minimum of four (4) home visits to each family.

K. Serve as a resource for learning activities to other staff upon request.

L. Plan nutritional snack for Head Start classes with assistance of parents and nutritionist.

M. Estimate needs in classroom equipment and supplies and submit to Head Start office upon request.

N. Keep an accurate inventory of Head Start equipment and submit report to Head Start office upon request.

O. Serve as a resource to one standing committee of the Policy Council upon request.

P. Assist in identifying children with special needs.

Q. Consult with specialists from support staff, I.E., Speech Clinicians and Psychologist, in implementing programs for children with special needs.

R. Assist with prescreening.

S. Help implement health and nutrition programs by modeling and reinforcing good eating habits and proper health techniques.

T. Practice good dental hygiene through daily supervision of proper tooth brushing and other dental hygiene techniques.

III. QUALIFICATIONS:

A. Knowledge and understanding of early childhood theory and techniques.

B. Some previous experience with preschool children.

C. Knowledge and acceptance of low income and minority people.

D. Ability to efficiently organize and use time.

E. Ability to accept assistance and guidance from supervisor and other agency personnel.

F. Skill in working with adults.

G. Agreement with basic philosophy of Head Start.

H. Bachelor of Science Degree with minimum of 12 hours in Early Childhood or Child Development Associate Certification.

IV. OTHER:

A. Salary based on appropriate steps of teacher's salary.

B. Contract time - 165 days, six hours daily or 75% of teaching schedule.

Position Title: Family Educator II
Program: Head Start
Reports To: Family Educator IV

I. GENERAL RESPONSIBILITIES:

To work with children and participate in all programs with special emphasis on health and nutrition.

II. SPECIFIC DUTIES

A. Works with the Family Educator IV in developing classroom activities and individual education plans.

B. Plans field trips and logistic arrangements as directed by immediate supervisor.

C. Assists with the supervision, direction and other work with children in the classroom as directed by the immediate supervisor.

D. Evaluates daily program with other staff as it relates to the needs of each child.

E. Confer each day on daily plans with staff.

F. Participates in the weekly staffing of children.

G. Makes home visits as assigned and records each visit in narrative form.

H. Attends and participates in all inservice training sessions and any other workshops or training as staffing and finances permit.

I. Complete a portfolio and apply for certification as a Child Development Associate within 18 months of being employed or work toward 12 college hours in early childhood at an accredited college.

J. Attends parent meetings as directed by immediate supervisor.

K. Attends Policy Council meetings when requested.

L. Maintains the inventory of classroom supplies and notifies director of needs.

M. Becomes familiar with and works to implement Head Start goals and performance standards.

N. Performs other job related duties as assigned by immediate supervisor. (Attendance records, lunch count)

III. QUALIFICATIONS

A. Must have Child Development Associate credential or a Community College degree in child care or related field.

B. Ability to work well with other staff, parents and community.

C. Warm, outgoing and enjoys young children and can interact with them.

D. Knowledge and acceptance of low income and minority people.

Position Title: Family Educator I
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES:

To assist parents in providing educational experiences in the home. Provide learning experiences in the center and serve as a liaison between family and component supportive staff in providing needed resources to meet family needs.

II. SPECIFIC DUTIES:

A. To visit the home of assigned families at least 1½ hours each week.

B. To provide followup tasks for parents to involve them more directly in the education of their children.

C. To provide supplementary information to parents on child growth and development.

D. To identify family needs and assist family in reaching appropriate resources (medical, dental, psychological, social service and nutrition).

E. To keep needed record of home visits, evaluations of visits and attend weekly staff planning.

F. To administer pre and post assessments to children and parents.

G. To inform parents of their rights and responsibilities in the Head Start program.

H. To coordinate with Head Start health staff to assure provision of medical, dental and handicapped services to children and mental health staff for psychological services to children and family.

I. To assist in organizing monthly parent activities or educational workshop for Head Start families.

J. To attend inservice with Head Start instructional staff (and other training specified by the director or coordinators).

K. To organize and conduct center and group experiences for assigned children at least twice per month.

L. Conduct seasonal field trips as appropriate.

M. Each Family Educator I will serve approximately 12 families weekly.

N. To coordinate with Head Start transportation staff the pickup and delivery of home based children as needed.

III. QUALIFICATIONS:

A. Knowledge and understanding of early childhood theory and techniques.

B. Some previous experience with preschool children.

C. Knowledge and acceptance of low income and minority people.

D. Must have access to an automobile during working hours.

E. Ability to efficiently organize and use time.

F. Ability to accept assistance and guidance from supervisor and other agency personnel.

G. Skill in working with adults.

H. Agreement with basic philosophy of Head Start.

Position Title: Secretary
Program: Head Start
Reports To: Director

I. GENERAL RESPONSIBILITIES

Performs clerical duties for program staff, assists in recruitment process in absence of other Head Start staff.

II. SPECIFIC DUTIES:

A. Maintains files regarding all fiscal and administrative matters for Head Start.

B. Types letters, reports, memos, claim vouchers and other paper work regarding fiscal and administrative concerns.

C. Orders materials and equipment and verifies receipt of same.

D. Assists director in preparation of reports and work program.

E. Compiles statistical data regarding fiscal or administrative matters.

F. Assists in recruitment and enrollment of Head Start students.

G. Makes arrangements and reservations for staff out of town travel.

H. Types minutes, agendas, newsletters and general information letters.

I. Logs long distance phone calls.

J. Assists director in designing new report forms.

K. Keeps financial records. Checks financial monthly printout for accuracy.

L. Maintains records and assists director with all staffing matters.

M. Prepares and duplicates administrative materials.

N. Answers telephone.

O. Works with six coordinators in keeping minutes of meetings, agendas, record keeping, inkind and all other clerical work.

P. Prepares and submits basic intake forms and other pertinent data to Head Start monitor.

Q. Types, makes copies, prepares correspondence, orders materials, and receives and relays messages for Heritage School.

R. Prepares and submits hourly and monthly payroll.

III. QUALIFICATIONS:

A. Proficient in typing, filing and use of office and duplicating machines.

B. Proficient in telephone skills.

C. Ability to relate to low income and/or minority group persons.

D. Ability to work well with other adults.

Position Title: Health Aide
Program: Head Start
Reports To: Health Coordinator

I. GENERAL RESPONSIBILITIES:

Assists nurse in filling objectives of health program, works with building staff, and works as a liaison for health program to parents.

II. SPECIFIC DUTIES:

A. Receive health information and record on permanent health cards.

B. Assist the nurse with setting up method of recording physical and dental needs of each student.

C. Assist with procedures of obtaining appointments for student examinations.

1. Contact parent for choice of doctor and dentist and date of appointment.
2. Submit authorization forms to the appropriate office.
3. Followup to remind parent of appointment and offer transportation if necessary.
4. Record appointment on student health record.

D. Assist with preparation for the immunization program.

E. Assist nurse with screening procedures.

F. Be willing to model good health practices in the classroom and/or homes.

G. Administer first aid (observation of illness and exclusion of students when necessary).

H. Be willing to attend Red Cross First Aid Course to qualify for a certificate.

I. Attend general staff inservice meetings when appropriate.

J. Attend all inservice meetings pertaining to health.

III. QUALIFICATIONS:

A. Be in good health.

B. Shows evidence of potential for employment stability and success.

C. Willingness to accept the goals of the Head Start health program.

D. Be willing to be involved in appropriate training activities.

E. Be willing to work under the direction and supervision of the Head Start nurse.

F. Knowledge and acceptance of low income and minority people.

Position Title: Parent Involvement/Social Service Aide
Program: Head Start
Reports to: Parent Involvement/Social Service Coordinator

I. GENERAL RESPONSIBILITIES

Assists Parent Involvement/Social Service Coordinator in creating a receptive environment for parents. Assists with needs of parents at center.

II. SPECIFIC DUTIES:

A. Hosts parent room.

B. Maintains parent room by doing housekeeping duties.

C. Assists with pre Head Start children while parent is working with other Head Start staff.

D. Assists Parent Involvement/Social Service Coordinator with parent education presentations.

E. Assists in preparing invitations, organizing transportation, babysitting, room arrangements and refreshments for parent meetings.

F. Assists Parent Involvement/Social Service Coordinator with record keeping.

G. Assists with newsletter.

H. Assists with recruitment and enrollment of Head Start children.

III. QUALIFICATIONS:

A. Experience in working with young children.

B. Knowledge and acceptance of low income and minority people.

C. Ability to communicate well with others.

Position Title: Classroom Aide (Day Care)
Program: Head Start
Reports To: Family Educator IV

I. GENERAL RESPONSIBILITIES

To work with children and participate in all programs with special emphasis on health and nutrition.

II. SPECIFIC DUTIES

A. Assists with the supervision, direction and other work with children in the classroom as directed by the immediate supervisor.

B. Evaluates daily program with other staff as it relates to the needs of each child.

C. Confer each day on daily plans with staff.

D. Participates in the weekly staffing of children.

E. Makes home visits as assigned and records each visit in narrative form.

F. Attends and participates in all inservice training sessions and any other workshops or training as staffing and finances permit.

G. Complete a portfolio and apply for certification as a Child Development Associate within 18 months of being employed.

H. Attends parent meetings as directed by immediate supervisor.

I. Attends Policy Council meetings when requested.

J. Maintains the inventory of classroom program and office supplies and notifies director of needs.

K. Becomes familiar with and works to implement Head Start goals and performance standards.

L. Performs other job related duties as assigned by immediate supervisor.

M. Works with nutritionist on supplies, shopping and related activities for the food component.

III. QUALIFICATIONS

A. High School Diploma or G.E.D.

B. Ability to work well with other staff, parents and community.

C. Warm, outgoing and enjoys young children and can interact with them.

D. Knowledge and acceptance of low income and minority people.

Position Title: Classroom Aide
Program: Head Start
Reports To: Family Educator III

I. GENERAL RESPONSIBILITIES

Responsible for assisting the classroom teacher in all areas of the instructional program; planning, execution, evaluation, communication with parents and supervising the classroom.

II. SPECIFIC DUTIES:

A. Shows dependability by regular attendance and following school procedures when unable to attend and to follow directions.

B. Shows ability to work cooperatively and to get along with school personnel.

C. Is clean and neat and dressed appropriately.

D. Relates well to children.

E. Guides the children in preparation for serving and cleanup at lunch and snack.

F. Participates in Head Start preservice, inservice and staff meetings.

G. Demonstrates an ability to read and write at an adult level.

H. Plans with the teaching team appropriate learning experiences.

I. Carries out plans of the teaching team.

J. Assists in gathering, organizing and constructing materials for daily activities.

K. Serves as model for appropriate behaviors.

L. Works effectively with small groups of students.

M. Becomes familiar with curriculum.

N. Shows initiative in planning and implementing instructional activities.

O. Participates in parent conferences.

P. Can supervise entire classroom alone for short periods of time.

Q. Provides special assistance for individual children.

R. Makes home visits alone or with the classroom teacher.

S. Will serve as an aide for home base teachers on the days home base children are at school.

T. Will supervise children during parent meetings.

III. QUALIFICATIONS:

A. Preference is given to parents of Head Start children.

B. Ability to work under the direction and supervision of the classroom teacher.

C. Ability to assist young children in the learning process.

D. Knowledge and acceptance of low income and minority people.

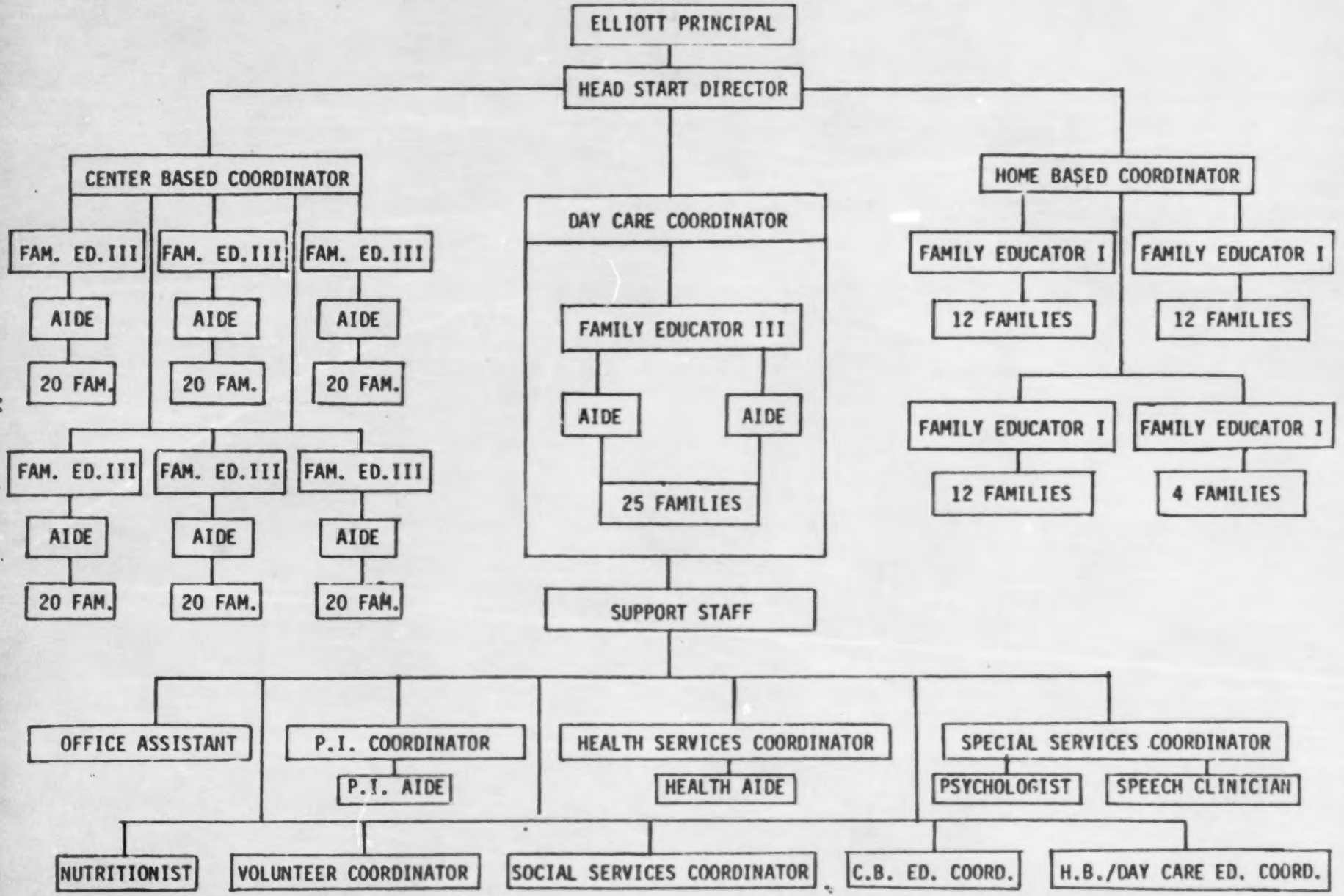
IV. OTHER:

Preference given to the following:

A. Persons without a 4 year college degree.

B. Persons who meet H.H.S. income poverty guidelines.

LINCOLN PUBLIC SCHOOLS - HEAD START STAFFING MODEL



VIII. STAFF EVALUATION

A. All staff are provided a copy of their job description and an explanation of evaluation procedures upon employment.

B. All new staff are evaluated by their immediate supervisor at the end of sixty (60) days.

C. All staff receive a formal evaluation at least once each year by the director or someone appointed by the director. Evaluation procedure includes supervisor's assessment of employee performance, conference with employee to discuss assessment, formulating a plan to improve competencies and placing a written record in the employee's file.

D. Staff are assisted in continuous informal self appraisal and are requested to complete a written self assessment form at the beginning and end of each program year.

Following are the appraisal instruments used in Head Start.

CERTIFIED TEACHER APPRAISAL - LINCOLN PUBLIC SCHOOLS

INTRODUCTION

Since 1969 the Lincoln Public Schools has utilized a philosophy of teacher appraisal based upon a democratic, supportive, employee centered approach that is endorsed by teachers, administrators, and the Board of Education. This process includes the setting of job targets with input from the apraisee and apraiser, a series of formal and informal contacts, a monitoring system to determine progress toward job target achievement, a final report shared by the appraiser with the appraisee, and spin-off targeting in the years between formal appraisal.

As staff has utilized this process, suggestions for improvement, points of clarification, along with input from inservice sessions point to the need to make some revisions in the process. Input from a joint LEA-Administration committee on staff appraisal, the staff appraisal steering committee, and a review of current literature has been used to remodel the appraisal process.

PHILOSOPHY

The purpose of appraisal is to help people grow. Building administrators, department chairs, team leaders and consultants can and should be an integral part of the appraisal process. Peer and student input can also be useful. The relationship between appraiser and appraisee should be based upon mutual trust and acceptance. It must build genuine confidence, develop personal integrity and serve to enhance the self-respect of the professional employee.

Appraisal is a continuous process based upon professional development. Only when the performance of an individual is less than satisfactory do we seek remediation through due process.

Appraisal is a joint effort, in other words, a partnership for growth. In this school district the professional employee must help indentify their job targets for growth to occur. Human beings want to help plan and create their own future. That ownership is essential in order to insure commitment to change.

Building administrators, team leaders, department chairs have a responsibility to know each employee - his/her interests, needs and professional endeavors. These staff members must make the appraisee aware of their concerns as well as their support for the achievements of that individual. Employees must know that they are needed and appreciated. They respond to sincere praise and involvement.

Job targets must, in part, be related to department, team, building and/or district goals and also the acquiring of skills necessary to accomplish those goals. Support for the attainment of goals must come from the Staff Development and Instructional Offices.

BASIC ELEMENTS OF THE APPRAISAL PROCESS

1. Appraisal is an ongoing process. Job targeting and evaluation of those targets must be done each year.

2. Appraisal cycle will be March through February for staff except new staff which will be September through February.

3. The appraisee will assume a greater responsibility for self assessment, job targets and data collection. More emphasis will be placed on a shared responsibility between the appraisee and appraiser.

4. Job targets will consider district, building, department and/or team goals with staff development inservice focused upon individual targets. They may also relate to the personal and professional needs of the staff member.

5. General outline of appraisal will include:

   A. Orientation for staff.

   B. Planning conference (may be individual or group within a team or department) to review procedures, district and building goals, writing job targets, self assessment, data collection, conferencing, final reporting.

C. Job target writing for new staff will start near the end of the first quarter.

D. Self assessment - input from a variety of sources.

E. Writing job targets that are mutually agreed upon by appraisee and appraiser.

F. Establish a plan of action, time line and what the final outcome will be.

G. Determine the appraisal team member roles.

H. Establish time line for appraisal process.

I. Pre-observation conferences, observations and follow up conferences.

J. Final report.

K. Start to develop next year's targets.

POLICY STATEMENT

Certified Personnel Appraisal/Professional Development

Probationary teachers

Teachers serving during their probationary years will be appraised annually according to the following schedule:

First Year - September-February — Report to Personnel
Second Year - Previous March to February — Report to Personnel
Third Year - Previous March to February — Report to Personnel
(Board of Education will take action on tenure recommendations in March)

Tenured Staff

Staff will develop targets (professional development plans) annually for the period starting in March and ending in February. Every third year an official formal written report will be submitted to the Personnel Office.

DEFINITIONS

Appraisee

Person being appraised

Appraiser

Principal or other members of the administrative staff assigned to that responsibility who work with the appraisee in establishing goals and job targets and who appraise job performance.

Goals

The Lincoln Public Schools establishes goals for various audiences, students, community, etc., and has determined goals for the district. Each school selects a number of these goals to emphasize annually. Departments and teams establish goals from school and district. Each staff member uses these to determine their professional goals in addition to personal goals that are appropriate.

Job Targets

Specific tasks which assist the staff member in striving to attain the goals mentioned above.

Self-appraisal

The first step in determining job targets. A number of approaches may be used to provide data for consideration in this step. The appraiser, team leader, department chairperson, or fellow teachers can be of help in this process by assisting with surveys, counseling, suggesting alternatives, etc., which support the teacher's objectives.

Preliminary Conference

In the preliminary conference the appraiser discusses appraisee needs, aspirations, concerns, and develops the strategy for the growth plan. The appraisee becomes familiar with appraisal procedures and begins to search for job targets and ways to accomplish them.

Interim Conference	During the ongoing appraisal process various informal conferences may be held at the request of the appraiser or appraisee. The purpose of these conferences is to share the progress toward targets and to gain support to resolve obstacles, conflicts, frustrations, etc.
Formal Appraisal Conference	The appraiser will summarize the total appraisal process. Written reports will be signed and forwarded to the Personnel Office.
Follow Up	During each of the years between formal appraisals staff will be required to prepare a personal and professional development plan for the year and share it with the department and administration.

ROLE OF APPRAISEE IN THE GROWTH PROCESS

The appraisal process is but one step in the never-ending quest for professional improvement. All staff members in today's ever-changing educational program are constantly aware of the need to upgrade their skills, knowledge, and total professional awareness.

It is important that staff members understand their role and the role of appraisers in the appraisal process. After cooperatively working with the appraisers in establishing job targets for the school year you should develop steps for proceeding independently, determine guidelines for yourself, and not be reluctant to seek assistance along the way. You and your appraiser may agree to include other persons as resources to assist you, i.e. department chairperson, team leader, assistant principals, fellow teachers. Take the initiative in keeping in touch with the appraiser during the year . . . do not wait for all contacts to be made by the appraiser. Also, make sure you understand the role and responsibility of the appraisers in the achievement of your job targets.

Each year you should work at self-appraisal. This is not always easy to do. It should be a thoughtful self-inventory, knowing what worked well and why. Some samples of input gathering devices are found in the Appendix. The appraiser will also have suggestions of approaches to consider. Do not overlook the importance of opinions of others who work with you, i.e. fellow staff members, students and parents. Self-appraisal is not an end in itself but rather a means for making a judgement on how well things have gone and for forming the basis for future action. These questions will be asked to help focus on the development of job targets:

1. How do your job targets relate to department, team, building, or district goals?
2. What are you trying to accomplish?
3. How well are you doing?
4. What are the perceived needs?
5. What would you like to do better?
6. What new skills will help me be a more competent teacher?

ROLE OF APPRAISAL TEAM

Principal - The principal has responsibility for the appraisal program in the building. This responsibility may be delegated to other administrative members of the team for various aspects of the process. The final conference of the formal appraisal will be conducted by a designated administrative appraiser with official documentation signed by the appraisee and the administrative appraiser and/or principal.

An appraisal team is composed of a variety of persons whose goal is to provide assistance and support for the achievement of continuous professional growth for staff members. Team members may include the following:

Assistant Principal - Assistant principals may be assigned as appraisers in the appraisal process in buildings with large numbers of staff.

Coordinators, team leaders, department chairpersons - These staff members may play a key role in supporting staff development in the appraisal process. Because of their direct contact with staff they can be a vital resource in developing and implementing job target activities.

Consultant - Occasionally the district consultant can provide special assistance and support within his/her area. The consultant advises the appraiser on appropriate criteria for appraisal and works closely with staff who need to improve their performance. The consultant will not make decisions about retention or dismissal of staff except in those instances where a consultant is the supervisor of itinerant staff.

Teachers - Occasionally a fellow teacher may be the best person to help in collecting data, pursuing new ideas, or sorting out concerns.

When developing plans for appraisal, consider the various resources mentioned above. It is not required that all be a part of the appraisal process, but many staff members are most willing to help in ways to support your growth and development.

PROCEDURES

Phase I - Orientation

1. Each staff member is supplied a copy of the appraisal manual.
2. The principal explains the philosophy of appraisal and procedures used in the building to the faculty during the first weeks of the appraisal cycle. New staff are introduced to the appraisal process during the first months of employment.
3. The appraisal team is determined for each appraisee. This may be only the appraisee and appraiser but might include others mentioned above.
4. District, building and department (or team) goals are distributed to staff and discussed.

Phase II - Initial (Preliminary) Work

1. **Self-Assessment** - determine personal priorities for growth. Team can be of help in determining these.
2. Initial conference with appraiser to agree on targets and growth plan for the year. Complete the job target worksheet.
3. Jointly determine available resources, roles of appraisee and appraisal team, and strategies to achieve the targets.
4. Determine a general time line for check points conferences and final reporting.
5. Determine how target will be evaluated (what the end product will look like).

Phase III - Implementation - Items listed below illustrate how target might be achieved.

1. **Self Appraisal** - Use input from student or parent evaluation; observation reports, video and audio taping, conference with peers, team, department chairpersons, administration, consultant, perceiver interview.
2. **Inservice** activities in the building or department.
3. Staff development and professional growth.
4. Professional activities in the building or district.
5. **Visitations** inside or outside the school district.
6. **Progress feedback conferences** with members of the appraisal team. Notes should be taken.
7. **Data Collection** - Data can assist in determining progress toward completing job targets. Appraisee has major responsibility in supplying evidence to support target completion.

Phase IV - Summary - Final Reports

1. Appraisee collects data and presents it to appraiser in support of growth.
2. Appraiser reviews the data, receives input from those who have assisted in the appraisal process and prepares final report.
3. A conference with the appraisee, appraiser and with other staff who have assisted in the process if agreed to, is held to review final report, amend it if necessary, and then sign it to become a part of the official record. Suggestions for next year's job targeting process should be considered during this conference.
4. A copy of the appraisal report is forwarded to the Personnel Office to be placed in the appraisee's official file.

CODE: Coding is available if the appraisee and appraiser agree that it is helpful. If both agree that it is not needed they may disregard this section. All items will be assumed satisfactory unless noted.

If categories are to be coded, the following code should be use: S, U.

Successful: (S) The appraisee meets district expectations in the assigned role. Special commendation for exceeding district expectations and professional growth may be mentioned in the general statements section.

(U) Level of performance is not meeting expectations of the district. Appropriate job targets and professional growth activities are required to attempt to improve the performance in this category.

PERFORMANCE STANDARDS

At the time of the final appraisal, probationary personnel must be performing satisfactorily (S) in all six categories before they will be recommended for tenure.

It is expected that tenured personnel will continue to perform successfully in all six items. Tenured personnel who are performing unsuccessfully in any of the six categories must be evaluated annually until requirements are met.

Section IV. Job targets for Personal and Professional Growth.

This section is a listing of job targets developed by the appraisee and appraiser. An appraisal worksheet is provided to serve as a guide in working through the job target. Worksheets or the summary sheet for job targets may be attached to the Appraisal Form in lieu of completing this section. Check the appropriate column (1) completed, (2) to be continued, (3) no progress and identify in column, (4) the general category and/or sub-category to which the job target relates.

Section V. General Statements

This section may be used by the appraisee and the appraiser. This provides the opportunity for both to comment on the appraisal or to make statements about areas not covered specifically in the appraisal process.

Signatures

All reports should be signed by both the appraisee and the appraiser and or principal before submitting to the Personnel Office. The appraisee's signature indicates that the appraisal conference has been held, and that the appraisee has seen, but does not necessarily concur, with this report. The signature and date should be affixed upon completion of the instrument. Amendments to the appraisal form may be made by either party, copies of amendments must be signed by both parties and submitted to the Personnel Office.

PROFESSIONAL GROWTH ACTIVITIES

Probationary staff are to accumulate 30 points prior to the granting of tenure. Tenured staff must accumulate a minimum of 100 growth points during the six year professional growth period. Refer to the Personnel Handbook for specific details about this requirement.

Each staff member will be given the professional growth form at the beginning of the appraisal cycle, will identify activities for the year, and turn it in to the principal annually. The report will be signed with one copy submitted to the Staff Development Office. A copy of the form is found in Appendix A.

APPRAISAL WORKSHEET

19 ___

NAME _____ TEAM/DEPT./AREA _____

This worksheet may be used to identify a job target that relates to a School, Department, Team or Personal goal. A summary of the job targets will be noted on the Appraisal Form. **One job target per worksheet.**

I. **School or Personal Goal:** _____

II. Team, Department or Area Goal: _____

III. Individual Job Target: _____

IV. Need assessment - Why is this needed? _____

V. Plan of Action - How will the target be achieved? _____

VI. Time Line: _____

VII. Cost - Identify special concerns of time, facility, dollars needed: _____

VIII Evaluation - What will be the end product? _____

Use reverse side for notes, appraisal comments, etc.

Copy for Appraiser, Appraisee, Team or Department

DEPARTMENT, TEAM, OR AREA APPRAISAL WORKSHEET

19 ____

This worksheet may be used to identify department, team, or area goals that relate to district or building goals. This should assist staff members to relate individual job targets to goals of the district and school. One goal per worksheet.

I. Dept./Team/Area: _____

II. Building Goal: _____

III. Dept./Team/Area Goal: _____

IV. Perceived Need: _____

V. Plan of Action: _____

VI. Cost: Time, Staff Development, Dollars, etc.: _____

VII. Evaluation: What is the anticipated outcome? _____

APPRAISAL PLAN

NAME _____ SCHOOL/LOCATION _____ 19 ____

This worksheet may be used to summarize job targets for a staff member.

Expect. Category	Job Targets	Plan of Action	Time Line	Needed Resources	Cost	Final Disposition 1 - 2 - 3*

* 1 - Completed, 2 - Continued, 3 - No Progress

COMMENTS:

Appendix A

PROFESSIONAL GROWTH CREDIT REPORT

Employee No. _____ Staff Member _____ School _____ Date Submitted _____

Professional Growth Period _____ through _____

*Prof. Growth Category	Activity	Dates	Points	Supv. of Activity

APPENDIX B

CATEGORY OF PROFESSIONAL GROWTH

1. College Work (Course Title _____)
   1 cr. hr. = 10 pts.

2. Audit (Course Title _____)
   1 cr. hr = 4 pts.

3. Teaching (college & formal LPS courses) (Course Title _____)
   1 cr. hr. = 10 pts.

4. Adult Educ. Tchg./Approved Classwork) (Course Title _____)
   5 hrs. = 1 pt.

5. Formal LPS courses (Course Title _____)
   1 cr. hr. = 10 pts.

6. Workshop (Topic _____)
   5 hrs. = 2 pts.

7. Curric. Work (Subj. area _____)
   5 hrs. = 2 pts.

8. Supv'n Stud. Tchrs. (Names _____)
   10 pts. each

9. Supv'n pre-Stud. Tchrs. (Names _____)
   5 pts. each

10. Educ. Travel - Outside US - up to 30 pts.
    (attach description)

11. Educ. Travel - Inside US - up to 25 pts.
    (attach description)

12. Innov. Projects/Action Research - up to 15 pts.
    (attach description)

13. Professional Publication - up to 15 pts.
    (attach description)

14. Approved Systemwide Committees (Committee: _____)
    5 pts./year

15. Instruction, Professional Conf., Conventions - 5 hrs. = 2 pts.
    (attach description)

16. Other Approved Activities - 5 hrs. = 2 pts.
    (attach description)

APPRAISAL OF THE PROFESSIONAL - A PARTNERSHIP FOR GROWTH

Name _____ School/Dept. _____

Grade/Subject/Position _____ School Year _____

Status: ☐ Probationary 1 2 3 ☐ Tenure Year of Growth Period 1 2 3 4 5 6 ☐ Part time

Appraisal Team: _____

Conference Dates: _____

Expectations of the professional for appraisal and professional growth (optional). (Column 1 - appraisee, Column 2 - Appraiser)

1. Planning for Instruction ____ ____
   _____
   _____

2. Directing Learning Experiences ____ ____
   _____
   _____

3. Assessing and Evaluating ____ ____
   _____
   _____

4. Humanizing the Educational Environment ____ ____
   _____
   _____

5. Functioning as Professional Educator ____ ____
   _____
   _____

6. Increasing Specialization Proficiency ____ ____
   _____
   _____

Code: S = Successful, U = Unsuccessful

Job Targets Complete this section or attach Job Target Summary Sheet

Check: 1 - Completed, 2 - To be continued, 3 - No Progress 4 - Target related to category and subcategory

		1	2	3	4
1.	To: _____				
	By: _____				
2.	To: _____				
	By: _____				
3.	To: _____				
	By: _____				
4.	To: _____				
	By: _____				

5. General Statements

Date of Final Appraisal Conference

Appraisee's signature indicates that the appraisal conference has been held, and that the appraisee has seen, but does not necessarily concur, with this report.

Appraisee's Signature

Appraiser's Signature

Appraiser – White Copy; Appraisee – Yellow Copy; Personnel – Pink Copy

QUESTIONS AND ANSWERS

1. What if I don't agree with the appraisal report?

   Any person who believes that his appraisal report is not accurate should (1) indicate this to the appraiser, (2) notify the Personnel Office in writing of your concern, (3) turn to the district grievance procedures.

2. Should appraisal only take place during the "formal appraisal" period?

   No, the process of professional growth through job targeting should be an "on going" process. Staff members will develop job targets annually.

3. Is the principal the only person who can appraise my performance?

   No, appraisal is the responsibility of building administration and not limited to the principal. Other persons may provide valuable help, i.e., department chair, coordinator, team leaders, consultants, helping teachers, peers and other central office staff.

4. Should students be asked for input into a self-appraisal?

   Yes, students are a valid source of input and may be used.

5. Can professional growth activities be used as job targets?

   Yes, some professional growth activities lend themselves nicely to the job target format.

6. Who appraises the itinerant staff?

   The principal assumes the responsibilty of appraisal for most of the itinerant staff. Exceptions will be made on an individual group basis. Itinerant teachers serving several buildings will be appraised by one principal with input from other principals. Itinerant teachers who serve many buildings, i.e., elementary instrumental music, speech therapists, etc., will be appraised by the consultant with input from principals.

7. What is the role of the consultant?

   The consultant assists the appraiser in identifying strengths and weaknesses of the individual. The consultant will advise the principal on appropriate criteria for appraisal and will work closely with staff who need to improve their performance. He/she will not fill out official forms or make decisions about the retention or dismissal of staff

8. May I have an LEA representative attend my final conference with the appraiser?

   Yes, both the appraisee and the appraiser have the right to invite additional staff members to the final conference.

9. Should I expect comments from my supervisor after each official visitation?

   Yes, if this is an agreed-to procedure by the appraisee and appraiser.

10. Does the principal keep a personnel file in his office on each professional employee assigned to the building?

    Yes. Information in the file may be made available to the teacher upon request.

11. Why has the appraisal cycle been changed?

    Decisions for continuation of staff must be made in March. If building goals are determined in the early spring, staff members can determine job targets which will help to determine the type of staff development activities offered during the next twelve months. Staff members will have twelve months to complete job targets instead of nine.

12. Who has the final authority in the appraisal process?

The principal is responsible for the outcome of this process.

13. What happens if I am not meeting the district expectations?

This will be pointed out to you by your appraiser. Remediation will begin by ***diagnosing*** *the problem,* ***broadening*** *the appraisal team to include staff who can help remediate the problem,* ***prescribing*** *specific job targets with reasonable time lines,* ***evaluating*** *the progress and concluding with a final recommendation.*

14. Are department chairs and team leaders administrators?

No, they are persons who are there to assist, support, encourage, advise, in the development and implementation of job targets. They can be a valuable resource if remediation is needed.

15. How were the "Expectations of a Professional" determined?

The Teacher Corps Project in the Lincoln Public Schools developed these after comparing the findings of the Junior High Study, MCREL Project, Teacher Perceiver, review of professional literature and work with the teacher training program at UNL. It describes the elements of successful teaching in the Lincoln Public Schools.

16. Should all staff members receive an appraisal manual?

Yes.

17. If a staff member receives a new teaching assignment, can job targets be adjusted?

Job targets may be changed to fit the needs of the new assignment.

18. Are job targets to be identified for each of the general categories (6)?

Job targets, not usually more than ***four****, are selected on the basis of perceived need. They may relate to several categories as agreed to by the appraiser and appraisee.*

19. Do the categories relate more to secondary than elementary?

The categories are assumed to be applicable to both areas.

EVALUATION OF FAMILY EDUCATOR I, II, III AND IV

	High				Low
A. Personal Qualities:					
1. Dresses appropriately.	5	4	3	2	1
2. Is enthusiastic about teaching.	5	4	3	2	1
3. Is friendly, warm.	5	4	3	2	1
4. Speech and voice is clear and well modulated.	5	4	3	2	1
5. Displays a sense of humor.	5	4	3	2	1
6. Is dependable.	5	4	3	2	1
7. Is self-confident.	5	4	3	2	1
8. Profits by criticism.	5	4	3	2	1
9. Observes social conventions; tolerant and considerate of others.	5	4	3	2	1
10. Is able to evaluate self.	5	4	3	2	1
11. Supports the goals of Head Start.	5	4	3	2	1
12. Ability to work effectively with socially and economically deprived families.	5	4	3	2	1

Additional Comments: _____

_____

B. Working with Adults:					
1. Cooperates with other staff in planning and carrying through with the program.	5	4	3	2	1
2. Maintains open communication with staff.	5	4	3	2	1
3. Maintains high standards of professional ethics in regard to children and staff.	5	4	3	2	1
4. Communicates to parents in a relaxing, non-threatening manner.	5	4	3	2	1
5. Realizes that situations cannot always be handled in the home as they are at school.	5	4	3	2	1
6. Indicates progress of child to parents when necessary.	5	4	3	2	1
7. Utilizes skill of parents in their children's development.	5	4	3	2	1
8. Consults with family to resolve disagreements.	5	4	3	2	1
9. Acknowledges constructive criticism from other staff members and parents.	5	4	3	2	1
10. Works cooperatively with other component staff.	5	4	3	2	1

Additional Comments: _____

_____

C. Working with Children:

1.	Makes observations on the growth and development of individual children.	5	4	3	2	1
2.	Communicates and listens to each child every day.	5	4	3	2	1
3.	Accepts and understands individual differences of children.	5	4	3	2	1
4.	Uses different, though consistent, methods in dealing with different children.	5	4	3	2	1
5.	Anticipates behavior problems and intervenes to prevent a problem from occurring.	5	4	3	2	1
6.	Places self where all children can be observed.	5	4	3	2	1
7.	Establishes a reasonable system of limits and rules.	5	4	3	2	1
8.	States directions in a positive manner.	5	4	3	2	1
9.	Provides activities requiring individual choices, experimentation and problem solving.	5	4	3	2	1
10.	Provides children with familiar activities which can be done in divergent or experimental ways.	5	4	3	2	1
11.	Selects materials that invite active exploration by the child.	5	4	3	2	1
12.	Provides activities for observing, attending, initiating, carrying through, raising questions and exploring solutions and their outcome.	5	4	3	2	1
13.	Provides activities that involve all children more than half of the time.	5	4	3	2	1
14.	Provides activities to stimulate inductive reasoning and the formation of concepts.	5	4	3	2	1
15.	Uses children whenever possible to perform routine tasks to teach social responsibility, e.g., pouring juice, clean-up, etc.	5	4	3	2	1
16.	Demonstrates attitude of accepting failure when it occurs.	5	4	3	2	1
17.	Utilizes social activities as focus of interaction for children, e.g. eating, playing, etc.	5	4	3	2	1
18.	Encourages respect for each other.	5	4	3	2	1
19.	Discriminates need for teacher assistance, e.g., helping children get started in an activity, supporting (interesting) of shy child, channel energies of hyperactive child in constructive ways.	5	4	3	2	1
20.	Prepares children for new activities in advance.	5	4	3	2	1

21.	Provides activities for child to take as much responsibility as he/she is eager to have in doing things for himself/herself.	5	4	3	2	1
22.	Provides a balance of new materials and famaliar materials.	5	4	3	2	1

Additional Comments: _____

D. Supplementary Responsibilities:

1.	Discusses pertinent problems with director or other supervisory personnel.	5	4	3	2	1
2.	Understands working hours, provisions for health exam and insurance, sick leave, substitutes, career development activities.	5	4	3	2	1
3.	Follows center policy in arranging for child to be taken home, e.g., missed bus, late returning from dental or medical appointment, parent failed to pick up child, etc.	5	4	3	2	1
4.	Attends all required meetings and inservice.	5	4	3	2	1
5.	Is responsible for parent contacts and records of parent contacts as stated in work plan.	5	4	3	2	1
6.	Acquires knowledge of food preparation and services.	5	4	3	2	1
7.	Acquires knowledge of transportation services.	5	4	3	2	1

Additional Comments: _____

E. Classroom Organization and Planning:

1.	Provides the following learning centers: literature and language arts, arts and crafts, block building, dramatic play, science and games and puzzles.	5	4	3	2	1
2.	Arranges physical space to make adult supervision of a large area possible and to minimize traffice flow and noise level problems.	5	4	3	2	1
3.	Provides a place for each child to keep his/her possessions, which is identified by his/her name and/or picture.	5	4	3	2	1
4.	Displays children's work.	5	4	3	2	1
5.	Makes the room interesting, attractive, cheerful and colorful.	5	4	3	2	1
6.	Organizes space into areas recognizable by children.	5	4	3	2	1

7.	Establishes a balanced program of active/quiet and indoor/outdoor activities.	5	4	3	2	1
8.	Identifies appropriate developmental concepts to be taught in each learning area.	5	4	3	2	1
9.	Integrates physical development activities into other curriculum activities.	5	4	3	2	1
10.	Balances large group, small group and individual activity.	5	4	3	2	1
11.	Completes preparation before arrival of children.	5	4	3	2	1
12.	Shows evidence of written lesson plans and individual education plans.	5	4	3	2	1
13.	Plans for smooth transitions between activity periods.	5	4	3	2	1
14.	Selects and organizes experiences meaningful to the child.	5	4	3	2	1
15.	Utilizes materials relevant to the child's culture in teaching new concepts.	5	4	3	2	1
16.	Plans activities considering number of adults available to help supervise.	5	4	3	2	1
17.	Selects materials to achieve learning activities.	5	4	3	2	1
18.	Provides activities to give meaning to an experience or object.	5	4	3	2	1
19.	Has identified developmental levels of learning activity and in teaching moves through the curriculum stream from the less difficult to the more difficult and from the general to the specific.	5	4	3	2	1

Additional Comments: _____

_____

F. Specific Strengths: _____

_____

_____

_____

G. Specific Limitations: _____

_____

_____

_____

H. Other Comments:

_____

_____

_____

_____
Signature of Appraisee

_____
Signature and Title of Appraiser

_____
Date

AIDE EVALUATION

		High				Low
A.	**Working with Children**					
1.	Creates a warm and accepting environment.	5	4	3	2	1
2.	Works effectively with a large group of children.	5	4	3	2	1
3.	Works effectively with a small group of children.	5	4	3	2	1
4.	Works effectively with children on an individual basis.	5	4	3	2	1
5.	Is alert to the total group, even when dealing with part of it.	5	4	3	2	1
6.	Shows individual concern for children.	5	4	3	2	1
7.	Is impartial and consistent in dealing with children.	5	4	3	2	1
8.	Handles discipline and supervisory duties effectively.	5	4	3	2	1
9.	Listens effectively to students.	5	4	3	2	1
10.	Is a good role model for students.	5	4	3	2	1
11.	Remains controlled in startling or difficult situations.	5	4	3	2	1
12.	Exhibits an attitude which encourages and motivates students.	5	4	3	2	1
13.	Is sensitive to the needs of students.	5	4	3	2	1
14.	Treats the child's possessions and projects with respect.	5	4	3	2	1
15.	Exhibits an attitude of enjoyment when working with students.	5	4	3	2	1
16.	Is adept in the guidance of activities according to group needs and interests.	5	4	3	2	1
17.	Is adept in the guidance of children in developing motor coordination.	5	4	3	2	1
18.	Is adept in the guidance of children in music experiences.	5	4	3	2	1
19.	Is adept in the guidance of children in story and language experiences.	5	4	3	2	1
20.	Is adept in the guidance of children in science experiences.	5	4	3	2	1
21.	Is adept in the guidance of children in use of creative materials.	5	4	3	2	1
22.	Is adept in the guidance of children in toilet routine.	5	4	3	2	1

23. Is adept in the guidance of children in resting. 5 4 3 2 1

24. Is adept in the guidance of children in eating experiences. 5 4 3 2 1

Additional Comments: _____

_____

_____

B. Working with Adults

1. Relates well to members of the school staff. 5 4 3 2 1
2. Relates well to parents and other adults. 5 4 3 2 1
3. Offers creative, helpful suggestions. 5 4 3 2 1

Additional Comments: _____

_____

_____

C. General Classroom Assistance

1. Carries out plans of the teaching team. 5 4 3 2 1
2. Shows initiative in his or her work. 5 4 3 2 1
3. Helps prepare instructional materials. 5 4 3 2 1
4. Performs housekeeping duties. 5 4 3 2 1
5. Shows knowledge of transportation. 5 4 3 2 1
6. Knows lunch time routine. 5 4 3 2 1

Additional Comments: _____

_____

_____

D. General Attitude

1. Is cooperative. 5 4 3 2 1
2. Accepts criticism. 5 4 3 2 1
3. Has a cheerful disposition. 5 4 3 2 1
4. Exhibits self control. 5 4 3 2 1
5. Shows adequate self-confidence. 5 4 3 2 1
6. Shows a positive attitude toward self-improvement. 5 4 3 2 1

Additional Comments: _____

_____

_____

E. Personal

1. Maintains personal hygiene. 5 4 3 2 1
2. Is accepting of others. 5 4 3 2 1

Additional Comments: _____

_____

_____

F. Orientation: What building inservice or orientation did this aide receive? _____

_____

_____

G. Specific Strengths of Aide:

_____

_____

_____

H. Specific Limitations of Aide:

_____

_____

_____

I. Other Comments:

_____

_____

_____

_____ _____ _____

Signature of Appraisee Date Signature & Title of Appraiser

_____

Date

IX. TRAINING PLAN

The training plan will be a joint effort of the Head Start Director, training coordinator and the career development committee.

A. Pre inservice training:

1. Training will be provided for entire staff at the beginning of each year.

   a. All new staff will have orientation including the philosophy of Head Start, the components, the goals and other information contributing to the understanding of the program.

   b. Type of training will be based on feedback from staff, evaluations, recommendations of consultant, the moni-view report, and observations of the Head Start Director and Education Coordinator.

2. The Head Start Education Coordinator, with the assistance of other component heads, is responsible for planning and implementing preservice training.

B. Inservice training.

1. Training for entire staff will be held two full days for each month during the first half of the year and a minimum of one day the last half.

2. The Head Start Director is responsible for planning and implementing all inservice training with the assistance of the CDC.

3. Training will be based on needs, evaluations, consultant recommendations, and observations of the Head Start Director and component heads.

4. Training resources will include:

   a. Use of consultants.

   b. Community resources.

   c. Staff.

   d. Workshops.

C. Training for Credit

The Lincoln Head Start program has used Head Start Supplementary Training funds to award individual tuition grants for qualifying Head Start staff. Block courses for Head Start staff will be utilized when offerings meet the needs of the staff.

Assistance in acquiring Child Development Associate certification will be provided by the director.

Those persons who have participated in supplementary training for the greatest length of time are given priority for tuition slots available.

The CDC will investigate the possibilities of inservice training for credit.